

# **Perkins III Secondary Performance**

## ***Best Practices!!***

**Missouri Department of Elementary and Secondary Education  
Division of Vocational and Adult Education  
P.O. Box 480  
Jefferson City, Missouri 65102**

## Secondary Academic Attainment

SCTC proposed to add basic skills staff to improve the integration of academics and vocational education. In addition, students interested in enrolling at SCTC will be encouraged to pursue more applied academic courses. Guidance staff is provided in-service on criteria for student success. Instructors and staff will be afforded opportunities to attend in-service training to assist them in the development of curriculum, which integrates vocational and academic skills.

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As a Missouri public school district, we must participate in the Missouri Assessment Program (MAP). This is an excellent independent evaluation of our students' performance. As a district, we also do *off year* testing in grades 1 through 12. These results assist in identifying areas of needed improvement. Linn High School has participated in every field and volunteer testing of the MAP. Once the assessment results are returned to the district, the district testing coordinator interprets the results and shares them with the Board of Education, faculty and parents. Press releases are given to the local newspaper reporting the results of the MAP.

The district has been involved in numerous activities related to academic assessment. Many of these endeavors will be continued and expanded upon. Examples of such activities include:

- ✓ Curriculum revision to align with the Missouri Show-Me Standards
- ✓ In-service of faculty on topics such as rubrics, performance assessment, and cooperative learning have all taken place
- ✓ A district wide reading program was implemented
- ✓ Volunteer and field testing of every MAP pilot test
- ✓ Enrolled teachers to attend MAP test development work sessions
- ✓ Teachers have created performance activities and assessments for every class competency within their departments
- ✓ 80% of the faculty attended workshops/conference related to the academic attainment performance measure
- ✓ Resources were purchased such as *Classroom Connections* from McGraw Hill to aid teachers in the area of performance

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The Career Center collects MAP scores for all students attending and developed standards in accordance with district and state objectives to advance vocational and academic education. In-service activities provide instructors an outline of goals and objectives using MAP in order to work towards high achievement in the areas of Mathematics, Science, Social Studies, and Communication Arts.

The Basic Skills program is available to all students attending the career center. The Basic Skills laboratory is maintained to provide instruction and remediation in the academic areas of mathematics and reading. Collaboration with high school tech prep program ensures academic skills necessary for vocational courses is taught.

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Applied academic materials may be purchased to assist sending school instructors. This enhances the learning process of their students. Instructional staff covers specific competencies, which integrate academics into vocational education programs. Opportunities for enhancement of academic skill attainment is offered via the CTC Success Coordinator and the Vocational Resource Educator, both of whom receive Perkins dollars to support their salaries. In-service activities aimed at integrating academics into vocational education are an option for all instructional staff.

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Vocational teachers have developed and utilize authentic assessment instruments in the vocational classroom to help prepare vocational students for the MAP. Perkins funds were utilized to pay the salary of an instructional aide to assist students in the Agriculture program to achieve course objectives, which have been correlated to the Missouri Show-Me Standards.

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## Secondary Skill Attainment

The business education teachers engage their students in the study of the business related trends and skills, economic factors, advertising, and the human relations approach. The strength of the business education program has been its hands-on, performance-based learning approach in the classroom. The learner outcomes and competencies combined with the Show-Me Standards will provide the avenue for entry into the business world and/or entry into higher education.

At Belton High School work-related coursework is available to all students. The members of the Business Department strive to improve the program by attracting new students throughout the school year. Currently the only way our students can be away from school is through our coop program. Our efforts to attract new students shows in our numbers from 8 to 18 in the Business Internship class and 24 in the Office Technology class. We try to maintain the most current software and hardware which attributes to the high expectations we have for our students. We help to instill and develop good work habits and good work ethic. Our curriculum is revised based on input from the business community and vocational advisory board.

Employers contact the school seeking students to interview for positions available in their businesses. Information is then passed on to the students individually by the instructor, via televised student announcements and posted on the "Job Opportunities" board outside the counseling department. Thus students are made aware of the importance and relativity of skill attainment throughout the year with emphasis placed on obtaining employment or continuing education.

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The Houston School District reviews performance standards on a regular basis and targets areas for improvement. Measurable learner objectives (competencies) are specified. Students must demonstrate mastery in order to successfully complete a course. Each competency lists activities and resources for student mastery. Mastery assessment and levels are tracked for each student and copies provided to the students at the completion of the year. Continuous evaluation of competencies and curriculum alignment with the learner objectives has a positive effect on student outcomes.

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Competency mastery represents one-half of students grade in all classes of the Marketing Education at the Raymore-Peculiar High School. Students are given the opportunity to retake tests as often as necessary until the competency is mastered.

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All students in the Occupational Education Program maintain a file during the school year. In February, all students sift through the information collected throughout the year and begin the process of building a career portfolio. This portfolio includes resumes, cover letters, evaluations, w-4 forms, w-2 forms, career research papers, websites, recommendations, personal mission and value statements, completed job application forms, thought provoking interview questions, etc.

As students master competencies their competency profile is completed and is included in the career portfolio. It is the first item to be examined in the student's career portfolio, therefore, making it a top priority. It contains a list of what the student can do and at what level of mastery the task can be performed. Mastery is demonstrated mainly through performance-based assessments that are included in the portfolios. In April parents, advisory committee members, employers and students gather for a dinner and showcase their career portfolios and present a slide show of the activities done throughout the year.

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Office Technology and Procedures at Farmington High School uses hands-on applications daily. The class completes real-life applications as needed for various personnel in the high school.

An example of the 2000-2001 academic year is as follows:

- ✓ Keyed and formatted a cookbook with over 500 recipes for the elementary schools' fundraiser using Microsoft Word
- ✓ Assisted office staff with filing, typing, mail-merge documents, and updating policy and procedure handbooks using Microsoft Word
- ✓ Created a student database (over 500 students) of prospective band students using Microsoft Access
- ✓ Created a database of all the band directors in Missouri and printed reports and labels as needed using Microsoft Access
- ✓ Organized and ran the District FBLA contest hosting over 450 students entries from 19 different schools

The Office Technology and Procedures class has been able to take mini field trips (just during class time) to area business to observe office procedures and practices in action. Another aspect that makes the contents of this course real-life is that we do and redo tasks until they are usable and/or mailable while working with a deadline. During the transcription unit the instructor uses the transcription tape as a method to communicate any changes or correction that need to be made to the documents. The instructor uses email to correspond with individual students and as a class. It is helpful to communicate with them this way in and out of class. This year a Voice Recognition unit was added to the curriculum and documents will be produced using an L & H Voice Express.

I believe the students like to do these real life performances. It gives them a sense of pride and ownership when the work and tasks they've completed are visible and used by the staff. All these activities help ensure that tasks are mastered to meet the accountability requirement of vocational and technical skill attainment.

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Skill attainment is recorded by staff members using VSR-4 (Vocational Student Reporting) computerized student management system. Student's progress at attaining all competencies for all vocational training programs is noted by instructional staff and recorded into the school's competency profile log by the secretary who has the responsibility for the data. Those new instructors needing in-service on competency based instruction are provided with that opportunity.

<b>Contact Person:</b>	Paul Wooten
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<b>Title:</b>	Former Director
<b>School:</b>	The Career and Technology Center at Fort Osage
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## Secondary Completion

We believe our success within the category of Secondary Completion is a result of a number of factors that work together to ensure that students successfully complete their secondary education and graduate from high school.

- ✓ We offer and encourage the completion of a *portfolio* that includes letters of recommendation, ASVAB results, skills attainment reports, resumes, and completed job applications.
- ✓ We offer an integrated curriculum that encourages persistence towards graduation.
- ✓ We work very hard during recruitment periods to make sure that students understand that they are expected to finish their vocational training program even if they must return to class after early graduation.
- ✓ As a district and as a school, we enjoy a very low dropout rate.

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Guidance curriculum units cover various aspects of career exploration, career awareness and decision-making. These units continue the sequence of information introduced in the lower grade levels. All 10<sup>th</sup> and 11<sup>th</sup> grade students at Houston High School participate in career planning classroom activities based upon the administration of the ASVAB Aptitude Test and curriculum materials associated with this assessment. Students establish a priority list of personal values pertaining to career choices and take an interest survey that will match them with people who occupy jobs in various career areas based on the Holland theory. The A+ Tech Lab provides an opportunity for students to explore and research many career possibilities related to their interests. Field trips and job shadowing activities are also planned so that students can receive first hand knowledge of training and requirements associated with career. Thus emphasizing the importance of completing their vocational training program and graduating from high school.

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Before a student can be considered for participation, they must make a personal commitment to remain in the Vocational Program for the school year. Vocational Coordinators maintain close, constant contact with the students from recruitment, job placement, classroom instruction, coordination, to follow-up. Coordinators make a special effort to meet with individual students, frequently for the purpose of counseling and giving career guidance. Coordinators also make every effort to provide quality jobs in line with a student's career interests.

Vocational Coordinators consistently strive to maintain high standards, high expectations, and high student achievement. There is a collaborative effort between vocational teacher/coordinator and employer to provide students with internship opportunities and meaningful work experience. The vocational programs receive excellent district and community support, which includes the administration, classroom teachers, parents, and industry.

Students are required to keep personal journals and are asked to make daily insertions. They are also encouraged to communicate problems and/or concerns to their teacher/coordinator. Through student organization participation, students have the opportunity to develop leadership skills, interpersonal skills, good management skills, organizational skills, and teamwork skills. Students derive a sense of self-satisfaction from participation in their student organization's community service activities. Students are provided the opportunity and encouraged to participate in job fairs, career fairs, job shadowing, technology seminars, essay contests, tech prep student of the year and scholarships. All these things work in conjunction with keeping students activity involved and pursuing their secondary education requirements.

<b>Contact Person:</b>	Linda J. Sprehe
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There are several factors that contribute to the number of completers we have in our secondary programs.

- ✓ Initial selection of students: We work well with the sending schools in seeing that students are well suited for the program for which they choose. We begin recruiting at the 8<sup>th</sup> grade level with school visits by the counselor, sophomore tours which are immediately followed up by shadow visits by students who want to see more of our programs, a sophomore parent night during which students and parents are invited to attend an open house, and screenings/interviews by sending school counselors to see to it that students meet the minimum criteria and are motivated to attend our school.
- ✓ An excellent quality, and caring staff: Once a student enrolls in one of our programs, they usually stay. I believe this is the direct result of our quality staff and the care they show students. Our students often comment that the Technical Center isn't like the regular high school. The teachers aren't as strict. The teachers know their students better partially because of the length of time spent with students one-on-one, the smaller class size, and a genuine caring attitude.
- ✓ Recognition: We are constantly recognizing student achievement. We have a bulletin board with student pictures, which changes every couple of weeks. We have poster-sized pictures of an outstanding student outside of every classroom to represent each program. We have awards assemblies twice a year to recognize student achievement; one of them is an open house during Vocational Education Week, the other is at the end of the year. Students and parents are invited to attend. There is usually a very large turn out for both events.

Student selection criteria, quality staff and student recognition all play a vital role in ensuring students stay in school, complete their vocational training program and graduate from high school.

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We would attribute our completion rate partly to a new extended day alternative education program we established in 1999/2000 and a more focused approach to those students at risk of leaving or dropping out of school. The alternative education program is called the *Extended Day Credit Recovery Program*. It gives students, ages 16-21, an opportunity to gain credits needed to graduate with a high school diploma. It provides credited academic instruction in Communication Arts, Mathematics, Science, Social Studies, Practical Arts, Fine Arts, and students may also earn one-half unit of credit through a work experience elective component.

High School credit earned is tied to the Missouri Show-Me Standards and is competency-based. Students are required to attend 60 clock hours of class and master competencies at the 75<sup>th</sup> percentile. Students who have previously taken the class for which credit is needed, must pass a final competency test at the 75<sup>th</sup> percentile. Students may earn 1.5 credits through this alternative program.

**When:** 3:00 p.m. – 7:00 p.m. (Monday through Thursday)

**Where:** Kirksville Area Technical Center Room 7

**Application and Enrollment:** Students should contact their high school counselor for additional enrollment information. Students in Adair, Knox, Sullivan, and Schuyler counties are eligible for the Extended Day Credit Recovery Program. An interview with the KATC counselor is required for enrollment in this program. During the interview an Individual Education Plan will be developed and will be forwarded to the sending school counselor. Upon completion of the necessary clock hours and successful completion of the competencies for the class, all sending high school counselors will be notified of credit completed.

There is no cost to students to attend this program. The Extended Day Credit Recovery Program is 100% percent funded by the Missouri Department of Elementary and Secondary Education.

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## Secondary Completion with a Proficiency Credential

Students are counseled by teachers, staff, and counselors about job preparation. Career units are presented throughout the vocational course offerings. An annual Job/Career Fair is coordinated with area sending schools. Follow-up by word of mouth is an ongoing process to remain in touch with former and present students. Individualized encouragement is given for students to remain in school to complete their high school diploma requirements and to further their acquired skills. Students who are asked about how their training is going tend to rise to the level of expectations, therefore, contributing to the rise in students completing high school and receiving additional credentials.

Some vocational students opt to acquire postsecondary education credentials at an area junior college while completing their high school requirements.

Area businesses utilize the vocational instructors in obtaining potential employers with specialized training of which Perkins funds support. Several students per year are placed in local and area business because of the specialized training they have received or the credential they have earned.

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Ever since the inception 5 years ago, we have awarded our completers with the *Passport Portfolio*. This is a leather bound folder which contains a letter from our director attesting to the qualification of the student, a resume, certificate of completion, and a space for the student's high school diploma, and other awards the student may have earned throughout their course at the Technical Center.

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I think the key to our success rate for completion with a credential is that the criterion that was set was reasonable. When Lewis & Clark Career Center started the *Passport Portfolio* project it was agreed that if a student earned a 75% average grade and maintained 90% attendance, a certificate would be granted. After several years we agreed upon a higher standard for an honors certificate. That standard became 95% attendance and 95% academic average. Year after year the majority of our students who complete a program also earn a certificate. For the 1999 graduating class, 206 certificates were awarded. For the 2000 graduates 188 were awarded.

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## Secondary Placement

To begin “attacking” the Perkins III Secondary Placement situation, we attended a Perkins Grant Workshop held at the St. Louis Community College at Florissant Valley on August 28, 2000. Our next step was to disseminate information to all vocational staff members.

Students from the graduating class of 2000 had been given special “follow-up sheets” devised by Jayne Kasten to assist in learning about their activities, which increasingly has become harder in the Metropolitan St. Louis area. This sheet includes phone numbers of parents and grandparents in addition to asking question to make reporting easier. This form will continue to be given to graduates during their last week of school attendance prior to graduation.

We met with staff and administration at Pattonville High School to attempt to get more definitive information and are hoping in the future to have a computer generated lists showing completers, concentrators, and Tech Prep students. We are in constant email communication with Kelly Chapman at DESE and asked many questions attempting to comply with definitions and get accurate information for our report. We attended the DESE Building Bridges conference and participated in sessions on reporting and accuracy of information.

As a result of these actions, we have made great strides in conquering the Perkins III Placement Dragon!

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Students in the 8<sup>th</sup> grade make plans for high school by completing a four-year plan during classroom guidance curriculum activities. They also complete general interest surveys to formally identify careers and career areas. Then, career folders/portfolios for each individual student are started in the Middle School to assist students with making wise education and career decisions. In addition 8<sup>th</sup> grade students are trained in the use of Careerware Choices computer program and other resources in which students may perform personal career searches in the A+ Tech Lab as well as the Guidance Office. Upon completion of this comprehensive career unit, the students review their 4-year plan and o an initial survey to plan their next year’s class selection. These steps assist students in staying focused on education and preparing for a post-secondary career making the placement process much smoother.

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Success in secondary placement has resulted from an effort to focus students on a career path from an early age. Beginning in the elementary school, students begin to explore career options through classroom and field trip opportunities. Many of these opportunities have been provided through programs supported by our school-to-work grant. In middle school, students choose career pathways and develop long-range goals to support these career interests. At the 9<sup>th</sup> grade level students are required to take a course called *Freshman Focus*. One of the main components of this class is career and educational options and the development of specific plans to attain career goals. Finally, students who take vocational courses are exposed to COE opportunities that are carefully selected to match student career interests. When student have completed their vocational courses they should have a clear understanding of where they want to go from a career perspective and the steps they need to take, educationally and otherwise to get there. This process from elementary school to graduation makes the transition from school to work much smoother.

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Placement of our students after graduation is truly a team effort. We have involvement from the community; the employers who participate in the COE program. Our school is also heavily involved with the Northwest Communities Chamber of Commerce and the North County School Business Partnership, Inc. We have the support and involvement within the school from the administration, the counseling department, and the teaching staff. All of these *partners* play a vital role in getting the best candidate into our program and helping them make good career choices along the way.

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When my students finish Office Technology they are given an articulation agreement that may be used at any of the St. Louis Community Colleges within three years of graduation from high school. They may receive up to 6 credit hours in Information Systems. They have to receive a B grade or better in Office Technology to receive these free credits. I have students using their articulation agreements this year. The objectives in my class were matched with the objectives at the community college. I take my students on a field trip to the community college each year to see what they offer. I advertise the fact that they may use their articulation agreement for three years after they graduate. This agreement encourages students to be placed in continuing education upon graduation from my program.

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All students are required to take a career exploration class as a Freshman. Eighth grade students are also given a tour of the Auto Body and Auto Mechanics classes offered at the high school. Eighth grade students are also given a presentation by an area vocational school in regard to their Vo-Ag program. All Sophomores are given a presentation by another AVTS. The Sophomores are then taken to the AVTS and given a tour of the different programs. Career pathways are stressed to the students at all enrollment opportunities. The students are also reminded about the purpose of high school. When a student graduates from Webb City High School, they are expected to do one of the following:

- ✓ Go to a vocational school
- ✓ Go to college
- ✓ Get a job
- ✓ Join the military

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The teacher-coordinators in each vocational program screen students in an interview setting, so that they are placed in jobs that match their skills and interests. Students, therefore, enjoy their internship and continue after graduation in a related field of study, or in employment at the same location. Employers are selected for internship sites based on the opportunities available for students and for their interest in continuing student employment upon graduation.

<b>Contact Person:</b>	Dr. Ruth Shafer
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We have a strong collaborative partnership with our businesses and community, which positively impacts our placement figures. Business and community personnel also assist us in Career Days and Work Ethic workshops.

All Juniors enrolled in Language Arts III are provided the opportunity to job shadow their first or second career choice. The job shadowing coordinators establish the sites, usually out of our school district. The student gives the employer a stamped envelope with a host survey to complete and a copy of his or her resume. The student also completes a written evaluation of their job shadowing experience. Teachers assign a letter grade for job shadowing based on the following: resume, host evaluation, and thank you note (the student sends to the employer). This year we are keeping a database of employers that have participated in our project and the type of work our students observed for job shadowing. Some of our students have been placed in employment because of the employer-student networking opportunity.

Completers in our technical programs are eligible for a leather portfolio. These leather portfolios are known throughout the Carthage community as a special award achieved by our students. To qualify for a leather passport the following are required: 2.0 overall GPA; a B- or better in their technical coursework; completed 2 units of credit in a technical area; and a 95% or better attendance in their technical program.

At the end of October when we start the follow-up process, we mail out letters to graduates and ask them to complete a survey for us. If the graduate mails this survey back to us by Thanksgiving weekend, the former student is eligible for a cash drawing. In 2000, approximately 30% of our surveys were completed and mailed in by the due date, which is a very high survey return percentage.

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## Secondary Nontraditional Participation and Completion

The success of non-traditional participation consists of various recruitment and curriculum enhancement efforts. Positive comments from former students and personalized invitations to enroll in the Business Technology program assist in the recruitment of male students. The removal of “secretarial” connotations while maintaining high standards for keyboarding and office procedures proficiency has also contributed to the success of non-traditional participation.

The expansion of career options to include computer information systems, desktop publishing, and electronic presentations attracts male students to the program. Lastly, the strong connection between the teacher and student that encourages non-traditional participation and eases the distinction between male and female occupations is most beneficial to developing and maintaining non-traditional participation.

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The Business Technology class at Raymore-Peculiar High School has had approximately 50% male enrollment for the past five years. The main attraction to the program has been the high-tech equipment and software that has been added and upgraded in the Business Department. Last year the Vocational-Technical Enhancement Grant enabled us to redo the Vocational Business classroom with conference tables, ergonomically correct chairs, smart boards, high-tech computers, a scanner, high-tech laser colored printers, and video digital cameras, as well as laptops! We owe credit to the district technology staff for their support and maintenance of the program.

Other possible reasons for the nontraditional enrollment might include:

- ✓ Name changes to the vocational class to Panther Technology
- ✓ Team concepts and actual school publications
- ✓ Real-world challenges
- ✓ Units that adapt to business administration college classes and careers in an office or temporary agent setting such as teaching PowerPoint media and combining it with the Entrepreneurship competencies; or teaching teamwork and combining it with desktop publishing skills in creating football newsletters, programs, and brochures
- ✓ Creating a web course in which students may access from home with intranet discussion boards, email, and websites used to help present the material
- ✓ Student electronic portfolios and performance-based evaluations

<b>Contact Person:</b>	Georgann Metheny
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During careers presentations emphasis is placed on job demand and how being a non-traditional student amplifies the demand. Videos presented to the students also contain traditional and non-traditional material for specific careers.

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Vocational teachers make a special effort to introduce new material and projects that illustrate nontraditional employment opportunities. Career consultants are invited into the classroom to discuss nontraditional employment opportunities. Vocational teachers also make students aware of labor/job market statistics regarding nontraditional careers. They also assist students in expanding their career horizons by making them aware of their interests, skills, and abilities.

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We encourage nontraditional participation whenever we can. We have had nontraditional participation in all of our programs with the exception of Welding. As a school we participate in nominating nontraditional students for the Project Enter *Breaking Traditions Award*. We usually have at least one winner and make promote the event by placing posters in the hallways at school and providing photographs and articles in local newspapers.

<b>Contact Person:</b>	Tom Corporon
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A relationship has been established through Ozark Mountain Technical Center and Ozark Technical Community College's New Traditions Program. The counselor, has made regular visits, provided testing, and performed classroom workshops on various topics ranging from interviewing skills to sexual harassment for nontraditional students.

The work experience program places special needs students in nontraditional settings when possible. An all out effort is made in recruiting and placing nontraditional students from the sending schools with counselors and administrative cooperation. In addition we have educated and marketed public information about nontraditional programs available at Ozark Mountain Technical Center through television, radio, newspaper and video production.

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At the beginning of the second semester of the school year, we start the process of informing students of their options for the coming year. The counselor goes into the classrooms with a PowerPoint presentation of our course selections. The pictures in the presentation have nontraditional students in most every program. This fact is pointed out during the presentation to students. During our tours, this is also emphasized to the eighth grade and sophomore students. Our instructors encourage nontraditional students and in the past have recognized deserving students. Our sending school counselors also help to encourage students to enroll in nontraditional programs and careers. This encouragement continues throughout the year resulting in positive completion numbers.

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Our nontraditional students complete for the same reasons that our traditional students complete.

- ✓ Initial selection of students: We work well with the sending schools in seeing that students are well suited for the program for which they choose. We begin recruiting at the 8<sup>th</sup> grade level with school visits by counselor, sophomore tours which are immediately followed up by shadow visits by students who want to see more of our programs, a sophomore parent night during which students and parents are invited to attend an open house, and screenings/interviews by sending school counselors to see to it that students meet the minimum criteria and motivation for attending our school.
- ✓ An excellent, quality, and caring staff: Once a student enrolls in one of our programs, they usually stay. I believe this is the direct result of our quality staff and the care they show students. Our students often comment that the Technical Center isn't like the regular high school. The teachers aren't as strict. The teachers know their students better partially because of the length of time spent with students one-on-one, the smaller class size, and a genuine caring attitude.
- ✓ Recognition: We are constantly recognizing student achievement. We have a bulletin board with student pictures, which changes every couple of weeks. We have poster-sized pictures of an outstanding student outside of every classroom to represent each program. We have awards assemblies twice a year to recognize student achievement; one of them is an open house during Vocational Education Week, the other is at the end of the year. Students and parents are invited to attend. There is usually a very large turn out for both events.

Student selection criteria, quality staff and student recognition all play a vital role in ensuring students stay in school, complete their vocational training program and graduate from high school.

Many of our nontraditional students have gone on to work in the nontraditional areas for which they were trained. This is also due to the fact that their instructors have encouraged them to do so and helped by utilizing their connections in industry to assist them in locating a job.

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At the Arcadia Valley Career Technology Center, we do not do any special nontraditional activities. What we have done is try to approach students during recruitment with the mindset that *all* programs are available to *all* students.

We also see that reflected in our staff, from the receptionist to the director. Our recruitment materials and presentations all feature photos showing students in class. This includes the traditional and well as nontraditional students in the programs.

Because of this, the students are in a nontraditional class don't see themselves as different. They see themselves as having an opportunity to succeed in their chosen field. I also believe that with the supportive staff and faculty, our students have been able to have a high success rate and complete their training.

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We have open enrollment for both genders in all of our programs. However, we try to make the nontraditional students feel even more important in those programs. We discuss with all students in all programs the importance of the job market and the possible advantages of a nontraditional employee may have in the workforce if they possess exceptional skills and knowledge. We currently waive tuition for nontraditional students from our sending schools to encourage them to send more successful nontraditional students.

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